

UNDERGRADUATE DIPLOMA IN TESOL

January 1 – December 31, 2025



Dr. David Nunan
Director, David Nunan TESOL Institute

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ABOUT ANAHEIM UNIVERSITY

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality.

Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution of higher learning that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post- Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

DAVID NUNAN TESOL INSTITUTE

MISSION OF THE DAVID NUNAN TESOL INSTITUTE

The mission of the David Nunan TESOL Institute is to foster international language and communication skills within an increasingly globalized world and within the context of linguistic and cultural diversity. It seeks to achieve this through teacher education and training programs, applied research and publication.

UNDERGRADUATE DIPLOMA IN TESOL

WORK FULL TIME AND STUDY ONLINE

The AU Diploma in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. All four courses in the program are taught 100% online.

WHO IS THE UNDERGRADUATE DIPLOMA IN TESOL PROGRAM FOR?

Whether pursuing a career in English language teaching to children or adults, the online Undergraduate Diploma in TESOL degree program is designed to prepare students with the global language teaching skills to be successful in a position teaching English to non-native English speakers. Although the AU Undergraduate Diploma in TESOL program does not lead to a specific job position, careers that AU TESOL graduates have pursued include teaching privately, teaching in educational institutions ranging from private language schools to universities, and operating their own private language schools. Standard Occupational Classification (SOC) Code: 25-3011

EDUCATIONAL OBJECTIVES

The Undergraduate Diploma in Teaching English to Speakers of Other Languages has two main aims: (i) to explore the structure, grammar and phonology of the English language and (ii) to help prospective teachers increase their knowledge and understanding of teaching techniques and methodologies and develop their teaching skills.

This non-credit program examines English language teaching in relation to methods, assessment and evaluation, and materials development by:

- developing knowledge of the structure and grammar of English for use in the language teaching setting
- increasing understanding of effective English language teaching methodologies
- examining principles, issues and trends in English language learning and teaching in a range of learning contexts.

PROGRAM OUTLINE

- Introduction to TESOL
- English Language Teaching Methodology
- English Language Teaching Assessment
- Material Development in English Language Teaching

Online learning: Textbooks; video lectures, quizzes, exam & discussion forums with instructor & students.

COURSE DURATION: Each course is 15 weeks long. New courses begin on the first Monday of each month.

PROGRAM DURATION: The Undergraduate Diploma in TESOL program will take about 60 weeks to complete. Maximum time allotted to complete program - 2 years from date of matriculation. Students will be graded on a pass/fail basis in each course, and, upon successful completion of the four courses and submission of an end-of-program survey, will be awarded an Undergraduate Diploma in TESOL. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension on the 2-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

COURSE DESCRIPTIONS AND STUDY SUGGESTIONS

INTRODUCTION TO TESOL

This program is designed for language teachers, teachers in preparation or intending teachers. It offers a practical introduction to language teaching and links practice to theory and research. The program offers students the opportunity of developing a solid pedagogical foundation through instruction in the following areas: language teaching methodology, listening, speaking, reading, writing, pronunciation, vocabulary, grammar, discourse, content-based instruction, using coursebooks, computer assisted language learning, learning styles and strategies, learner autonomy in the classroom, classroom-based assessment, and cross-cultural communication.

ENGLISH LANGUAGE TEACHING METHODOLOGY

When someone teaches, they usually employ a range of activities in certain conditions that form an approach. When an approach has a theoretical background to it, it is a methodology. In this course, we look at different methodologies for TESOL, with an emphasis on the theory, principles, and procedures of the Communicative Method. However, in practice, most teachers employ a range of methodologies.

ENGLISH LANGUAGE TEACHING ASSESSMENT

Assessment is an essential part of the teaching and learning process. Assessment not only identifies learners' strengths and weaknesses, it also identifies strengths and weaknesses in teaching and learning materials. In this course, we explore how assessment can be used in a formative sense, to help evaluate learners' performance, as well as in the summative sense, where assessments are used to determine the effectiveness of teaching and learning. In this course, we review the role of assessment and examine ways to ensure that assessment is fair and effectively and efficiently reflects both teaching and learning.

MATERIAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING

Materials development is concerned with all the resources available for helping the teaching and learning process. These resources include professionally printed products such as textbooks, activity books & teacher guides as well as CD-ROM, DVD, and online computer resources. Resources also include those materials created by teachers & students. In this course, we review various resource options, discuss their advantages & disadvantages, and outline ways in which teachers can both use and create effective and efficient materials to help in the teaching and learning process.

STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading. Also, in order to assist you allocate your time, the course guide contains a weekly breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course.

Below is an example:

WEEKLY STUDY FORMAT

150 minutes	video lecture & Powerpoint presentation (view video, review Powerpoint, take notes)
150 minutes	background reading
120 minutes	preparation of responses to discussion questions and tasks
90 minutes	discussion forum
30 minutes	online quiz
9 hours	per week total

Duration: 15 weeks x 9 hours per week = 135 hours per course.

TUITION FEES

UNDERGRADUATE DIPLOMA in TESOL PROGRAM		UNDERGRADUATE DIPLOMA in TESOL PROGRAM	
Non-Refundable Fees		* Costs included in the Total Cost of the Undergraduate Diploma In TESOL Program	
Application Fee (Non-refundable)	\$ 50.00	**Assumes completion in 4 terms and successful completion of each course on the first attempt.	
Registration Fee (Non-refundable)	\$ 100.00	Footnotes:	
STRF Fee ¹ (non-refundable, CA residents only)	\$ 0.00	¹ Student Tuition Recovery Fund (STRF): The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars (\$0.00) per one thousand dollars (\$1,000) of institutional charges. The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.	
THE NON-REFUNDABLE FEES ARE DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT			
Course Fees			
Tuition per course (\$350 per credit x three credits)	\$1,050		
4 courses X \$ 1,050.00 per course	\$ 4,200.00*		
Records Fee per term	\$ 50.00		
4 Terms X \$ 50.00 per term	\$ 200.00*		
Estimated Textbook Fees	\$ 30.00*		
Digital Textbook (\$20 per course x 4 courses)	\$ 80.00*		
End of Program Fees			
Diploma	No cost		
Replacement Diploma	(optional) \$ 100.00		
Replacement Cover	(optional) \$ 100.00		
Course Completion Letter	(optional) \$ 35.00		
Total Program Cost	\$ 4,660.00**		

Pay-As-You-Learn System: Pay for only one course at a time. Students may make payment by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Please see refund policy at back of catalog.

Note: Program fees do not include textbooks. A student can plan on approximately \$20 in textbook purchases per course. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

PROGRAM SCHEDULE

Students can enroll any month. New courses begin on the first Monday of the month.

Tuesday, January, 2025	Monday, July, 2025
Monday, February, 2025	Monday, August, 2025
Monday, March, 2025	Monday, September, 2025
Monday, April, 2025	Monday, October, 2025
Monday, May, 2025	Monday, November, 2025
Monday, June, 2025	Monday, December, 2025

MESSAGE FROM DR. DAVID NUNAN, DAVID NUNAN TESOL INSTITUTE DIRECTOR

“Welcome to Anaheim University’s Online Teaching English to Young Learners Certificate Program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post- graduate and certificate programs in applied linguistics and language education in many different parts of the world for over three decades. However, I have never been involved in better quality programs than these.

The aim of the Teaching English to Young Learners (TEYL) course is to provide you with knowledge and skills for teaching English as a second or foreign language to young learners. Each week of your course, you are provided a statement of specific learning outcomes, references and further reading. Through the online discussion forum, you will carry out daily interactive discussions with your instructor and fellow students around the world, focusing on a key aspect of TEYL, including: who is the “young learner”, first and second language acquisition, methods and approaches in language teaching, teaching listening, teaching speaking, teaching reading, teaching writing, teaching vocabulary, teaching grammar, teaching pronunciation, learning styles and strategies, motivation, reticence and anxiety, working with parents, resources and technology support for language learning, classroom management, and assessment and evaluation.

I trust that you find the program as rewarding to complete as I found it to create.”

- Past President of TESOL (1999-2000), the world’s largest language teaching organization
- Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia

- Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter

COURSE DESIGNER

Dr. David Nunan, Founding Dean of the Anaheim University Graduate School of Education and Director of the David Nunan TESOL Institute

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly.

INSTRUCTOR

Jimalee Sowell, MA

Jimalee Sowell is a Ph.D. candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania and holds an MA in TESOL degree from SIT Graduate Institute. Ms. Sowell has worked as an English language teacher and teacher trainer since 2000. Ms. Sowell has worked in a variety of contexts including South Korea, Malaysia, Bangladesh, Ecuador, Uganda, Cambodia, Vietnam, and Côte d'Ivoire. Her research interests include writing instruction, peace education, genre analysis, disability studies, large class pedagogy, and teacher education.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study. Welcome to Anaheim University.

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

PRESIDENT

Andrew Honeycutt, DBA

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

CHANCELLOR

Peter Langenberg, J.D.

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as a Second Language Acquisition specialist, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

PROVOST

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

MA IN TESOL DESIGNER, SR. TESOL PROFESSOR, GRAD. SCHOOL OF EDUCATION

David Nunan, Ph.D.

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH
TESOL PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Hayo Reinders, Ph.D.

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

GRADUATE TESOL DIRECTOR

Luke Plonsky, Ph.D.

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

CCO

David Bracey

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

STUDENT SERVICES DIRECTOR

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.pdf

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English ("B" average for Ed.D, Masters, Graduate Programs & Graduate Certificates; "C" average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a "B" or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); "C" or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).

- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Certificate in Teaching English to Young Learners you earn in the Anaheim University David Nunan TESOL Institute is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your certificate will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University does not accept any transfer credits for the TEYL Certificate program.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

CONTINUOUS ENROLLMENT

All degree, diploma, and certificate students are required to keep active status from the date of commencement of their first course through the final course in their program by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is

needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on an approved Medical Leave of Absence.

Students on active military duty who have to temporarily suspend their studies due to service requirements will not incur any financial penalties during their leave or upon their return. Students who are deployed during their program will need to provide Student Services with a confirmation of their deployment and their planned return date. If students need to take a short-term leave due to service requirements during a course, they should contact their course professor and Student Services for appropriate accommodations.

RE-ENROLLMENT

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University undergraduate certificate and diploma graduates self-report that they are employed in the following fields: Academic Director, Bilingual Training Specialist, Wall Street English Foreign Trainer, English Teacher, Adjunct Professor, Cram School Teacher, Linguist/Translator, Private English teacher, Language Technician, Academic Advisor, Business English Instructor, ESL Professor, TOEFL Instructor, Online ESL Teacher, Professional Proctor, Language School Team Leader, English Tutor.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF). The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- The institution has been ordered to pay a refund by the Bureau but has failed to do so.

- The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

MEDICAL LEAVE OF ABSENCE

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a licensed physician's signature.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or

\$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting from 11-15 weeks	Percentage of Tuition Refunded	SAMPLE CALCULATION 15 week course
Week 1 (days 0 - 7)	80% of tuition refunded	Refund: \$880 (80% of \$1,100)
Week 2 (days 8 - 14)	70% of tuition refunded	Refund: \$770 (70% of \$1,100)
Week 3 (days 15 - 21)	60% of tuition refunded	Refund: \$660 (60% of \$1,100)
Week 4 (days 22 - 28)	50% of tuition refunded	Refund: \$550 (50% of \$1,100)
Week 5 (days 29 - 35)	40% of tuition refunded	Refund: \$440 (40% of \$1,100)
Week 6 (days 36 - 42)	30% of tuition refunded	Refund: \$330 (30% of \$1,100)
Week 7 (days 43 - 49)	20% of tuition refunded	Refund: \$220 (20% of \$1,100)
Week 8 (days 50 - 56)	10% of tuition refunded	Refund: \$110 (10% of \$1,100)
Week 9 (days 57 - 63)	0% of tuition refunded	Refund: \$ 0 (0% of \$1,100)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of weeks completed, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total

amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (888) 370-7589. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

CONTACT US

HOW TO CONTACT ANAHEIM UNIVERSITY

Dr. Andrew Honeycutt, President	president@anaheim.edu
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Chief Communications Officer	online@anaheim.edu
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Vice President of Administrative Affairs	vpadmin@anaheim.edu
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Provost	provost@anaheim.edu
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Administrative Director	admissions@anaheim.edu
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Student Services	ausupport@anaheim.edu
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Registrar	registrar@anaheim.edu
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Technical Support	techsupport@anaheim.edu
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ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Toll-Free:	1-800-955-6040
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Tel:	714-772-3330
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Fax:	714-772-3331
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E-mail	ausupport@anaheim.edu
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Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

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TESOL ADVISORY COUNCIL

Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women’s College Professor
Dr. Yuji Nakamura	Senshu University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by fax (916) 263-1897

Website: www.bppe.ca.gov

Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC) 1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

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